1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
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3.2
3.6
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MICROCOPY RESOLUTION TEST CHART
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ABSTRACT

A three-part model is presented which has been developed for use in teaching a basic course in placement as a component of the rehabilitation process. Its primary foci are the interaction of traditional treatment strategies, placement as a process, and the concept of the client in the environment. The model allows for the presentation of a variety of theoretical and practical aspects of placement, as well as for the critical analysis of specific strategies in an organized manner. This permits students to maximize their assimilation of the information. Adaptation of the teaching model to systems other than rehabilitation and to inservice training programs for agencies and facilities is also discussed. (Author)

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# TEACHING PLACEMENT: AN INTERACTIONAL MODEL

By

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INTRODUCTION

The purpose of this presentation is to explore the dimensions of a model for the process of placement, particularly with regard to the implications of this model for teaching placement and for evaluating the organizational practice of placement.

The model is actually a synthesis of three separate sub-models to create a closed system. During the presentation, the interaction of the three sub-models will be explained. The attached diagram may be helpful in following the presentation. This paper will attempt to present a brief explanation of the components of the overall model as well as suggest a few ways in which it may be used in practice. We hope it will be a useful reference for you in your educational, service-delivery or administrative function.

DESCRIPTION OF THE MODEL

The first sub-model in the system is what may be called a traditional "Medical Model." It is the model upon which the State-Federal vocational rehabilitation system is frequently based and consists of five principal parts:

1. Collection of data
2. Synthesis of data
3. Diagnosis
4. Treatment
5. Follow-up

These five parts appear along the upper edge of the systems model. Note that two blocks have been added above this traditional sub-model. These two blocks represent the two "traditional" placement activities and appear where they typically adjoin the VR process. Thus "Placement planning" usually appears at the time of "diagnosis" of the client's problems (Status 12).

"Placement" or the activity by which a client ends up with a job appears following "treatment" and just prior to "follow-up."

Within each of the five parts of the first sub-model are contained a variety of activities, some of which are detailed in the blocks below each of the major headings. The blocks to the far left of the diagram are of significance as they introduce the second sub-model of the system, the Person-in-an-Environment model. The basic tenet of this sub-model holds that individuals do not exist autonomous to their environments. Rather, both the individual and the environment within which that individual is situated must be assayed if we are to achieve a reasonably complete picture of that individual. Further, this sub-model aids us in focusing our attention to modify both client and environment to achieve a maximal level of productivity. Although this sub-model is pictured only beneath the "Collect Data" heading, nevertheless it should be clear that the principles of the model hold for the activities beneath each of the other headings as well. Thus, for example, "Diagnosis" would include not only a diagnosis of the client's problems, but also a diagnosis of problems existent in both the client's present and projected environments.

The third sub-model is that of Placement-as-Process. Typically, placement tends to be identified as a final "act" of rehabilitation and generally involves one or more of the placement strategies. In the Process sub-model, placement is viewed as an on-going process, coterminous with the rehabilitation process. This is graphically represented in the diagram by the removal of the two uppermost blocks and the inclusion of all activities depicted within the system in the Placement Process. The difference between

this approach and the approach traditionally followed can be seen by contrasting the scope of activities included in Placement-as-Process with the scope of those included in Placement-as-Act. The latter typically includes just the block labelled Placement Strategies in the diagram.

UTILITY OF THE MODEL

You will note that the model we have presented is both simple with regard to its concepts, and parsimonious in its presentation. The true test of a good model, however, lies in its utility. The more widely applicable, the better the model. It is our position that the model we have presented is adaptable to a wide variety of vocationally-oriented situations. Rather than discussing them at length in this paper, we'd like to offer the following list as a cursory overview of potential applications. These will be treated in greater depth in the presentation. It is important to note that the list is decidedly incomplete; a modicum of imagination as well as knowledge of your specific intended utilization of the model should allow you to develop many more ways in which you can put this theoretical model to work. With this in mind, let us look at a few of the model's applications:

1. The model can be used for teaching a primarily didactic course on placement. It provides a framework which helps students organize the tremendous amount of conceptual and research data relevant to placement. It allows for the addition of new information on placement as such becomes available.

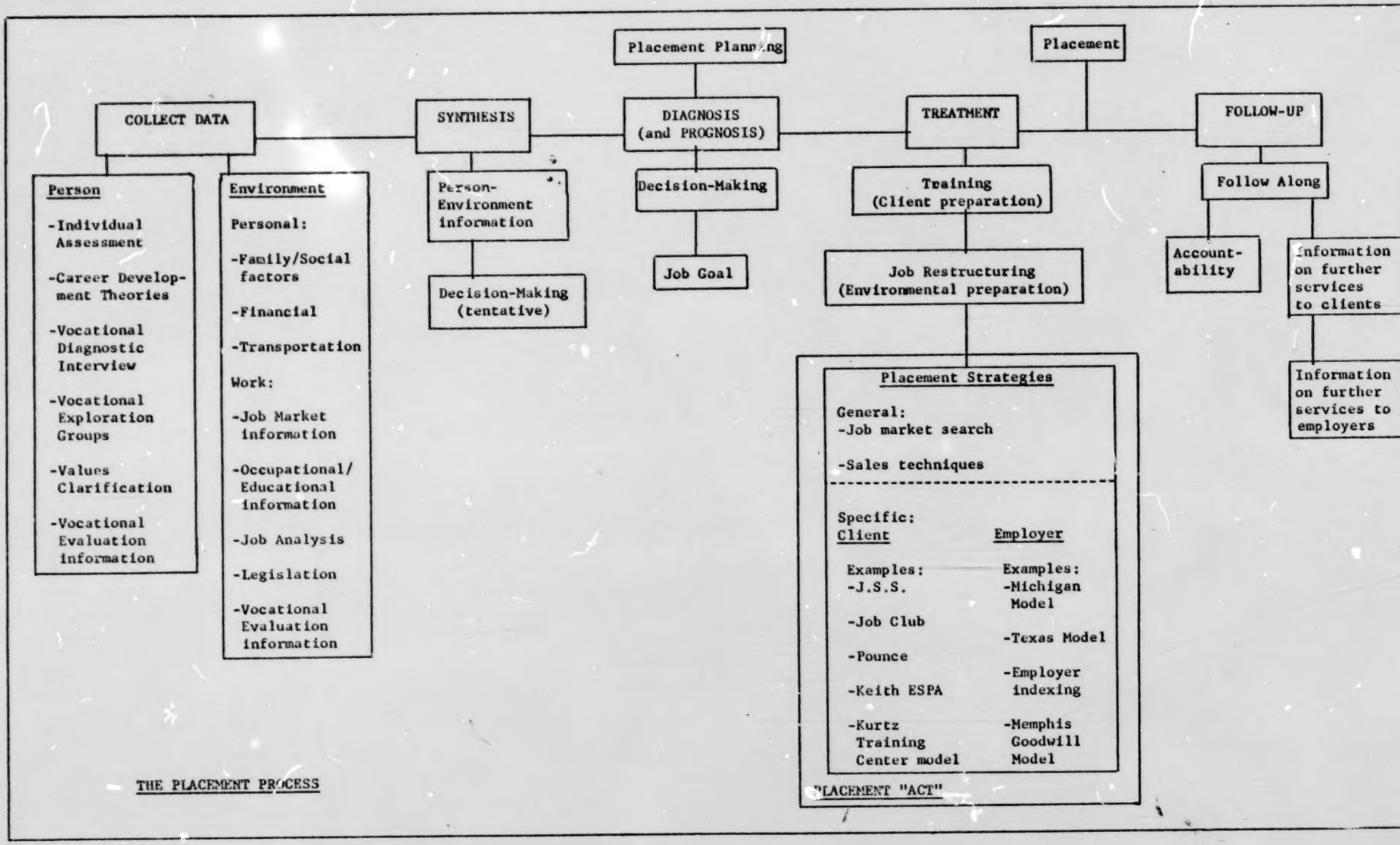
2. In situations where experiential components can be introduced, (e.g., in a course where students have some access to clients), the model is easily supplemented with exercises which allow students to practice various components. These exercises also allow students to observe the effectiveness of different approaches in practice.

3. Even when students have no access to clients, meaningful experiential components can be introduced by having students practice activities using themselves as "subjects."

4. The model can be used for inservice training for professionals actively involved in service delivery. Half- or whole-day presentations of didactic material and laboratory practice can be interspersed with periods of one or two weeks during which practice of each component can take place using clients. An important part of such a usage would be the critical evaluation of these activities on the part of the professionals.

5. Individuals involved in service delivery can use the model to clinically assess their own performance, independently of a classroom format.

6. The model could be used as part of an evaluation system on the part of an institution or organization. Performance in each component could be assessed for strength or weakness and remediation, on the organizational level, implemented to increase the efficacy of the placement process within that organization.




THE PLACEMENT PROCESS